DEPARTMENT OF EDUCATION
2006–2007 School Year Reports

Dear School Board Members and School Personnel:

The Maine Comprehensive Assessment System is the State's measure of student progress in achieving the State standards, known as *Learning Results,* adopted by the Maine Legislature in 1997. The Maine Educational Assessment (MEA) is administered in grades 3 through 8 to meet these state assessment requirements. Since the spring of 2006, the SAT Reasoning Test™ (SAT) has been administered to students in their third year of high school in place of the MEA for state and federal purposes. The move from the MEA to the SAT in grade 11 was made to encourage all students in the goal of attaining college and high-level workplace readiness as well as to measure achievement. This year, the mathematics portion of the SAT Reasoning Test™ was augmented with 18 additional mathematics items (the Math-A test) to more fully measure Maine's *Learning Results.* The combined tests form the Maine High School Assessment (MHSA).

Due to the inclusion of the additional items in mathematics, it was necessary to set new achievement level standards for that discipline this year. The new achievement level standards are the result of a comprehensive process informed by Maine teachers and reviewed by advisory committees. The achievement level standards were not changed for the Critical Reading and Writing sections of the MHSA.

These 2006-2007 Maine High School Assessment Summary Reports contain the results of student performance on the SAT in critical reading, mathematics, and writing reported according to the achievement standards described above and disaggregated by student and school characteristics. This report, together with individual student and subject-specific student roster reports, provides support for use in program evaluation and planning. All scores contained in these reports are included for Maine state and federal reporting purposes only. While scores for many students may also be used for college admission, they may not be used for that purpose if a student received accommodations during the test administration that exceeded those made available by the College Board.

These results reflect scores based on SAT and Math-A test questions that were taken by over 15,000 students who were enrolled in their third year of high school across all Maine public schools. The SAT Reasoning Test™ employs a design that requires students to create a written response to a writing prompt, generate answers to open-ended mathematics questions, and select answers to multiple-choice questions. More information about the design, history, and use of the SAT can be found at: http://www.maine.gov/education/sat_initiative/.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and graduate from any Maine high school prepared for college, career, and citizenship.

Sincerely,

Susan A. Gendron

Susan A. Gendron
Commissioner of Education

Maine High School Assessment

District Report

Test Date: May 2007
ID: 1096
District: Macwahoc Plt School Dept

Contents of the Report

The report is divided into five main sections including a section describing the students tested and a separate section for the results in each content area.

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SUMMARY OF STUDENT PARTICIPATION

Maine High School Assessment

Date: **May 2007**
District: **Macwahoc Plt School Dept**

CATEGORY OF PARTICIPATION

Category	Enrollment¹ during testing window — School N	School %	District N	District %	State N	State %	Critical Reading — School N	School %	District N	District %	State N	State %	Mathematics — School N	School %	District N	District %	State N	State %	Writing — School N	School %	District N	District %	State N	State %	School N	School %	District N	District %	State N	State %
Total number of students			1	100	16094	100			1	100	15236	95			1	100	15599	97			1	100	15229	95						
Ethnicity African American			0	0	333	2			0	0	295	89			0	0	308	92			0	0	294	88						
American Indian/Native Alaskan			0	0	91	1			0	0	81	89			0	0	84	92			0	0	81	89						
Asian/Pacific Islander			0	0	226	1			0	0	196	87			0	0	204	90			0	0	193	85						
Hispanic			0	0	140	1			0	0	124	89			0	0	130	93			0	0	124	89						
White			1	100	15304	95			1	100	14540	95			1	100	14873	97			1	100	14537	95						
Not Reported			0	0	0	0			0	0	0	0			0	0	0	0			0	0	0	0						
Identified disability			0	0	2351	15			0	0	2047	87			0	0	2169	93			0	0	2044	87						
Current LEP			0	0	285	2			0	0	237	83			0	0	250	88			0	0	233	82						
Economically disadvantaged			1	100	3924	24			1	100	3561	91			1	100	3702	94			1	100	3558	91						
Migrant			0	0	1	0			0	0	1	100			0	0	1	100			0	0	1	100						

MODE OF PARTICIPATION³

Mode	Critical Reading — School N	School %	District N	District %	State N	State %	Mathematics — School N	School %	District N	District %	State N	State %	Writing — School N	School %	District N	District %	State N	State %	School N	School %	District N	District %	State N	State %
Participation without accommodations			1	100	13484	84			1	100	13851	86			1	100	13484	84						
Identified disability (PET/IEP)			0	0	743	6			0	0	865	6			0	0	743	6						
LEP			0	0	187	1			0	0	204	1			0	0	187	1						
504 plan			0	0	2	0			0	0	3	0			0	0	2	0						
Participation with accommodations			0	0	1570	10			0	0	1569	10			0	0	1570	10						
Identified disability (PET/IEP)			0	0	1127	72			0	0	1126	72			0	0	1127	72						
LEP			0	0	46	3			0	0	46	3			0	0	46	3						
504 plan			0	0	0	0			0	0	0	0			0	0	0	0						
Other			0	0	407	26			0	0	407	26			0	0	407	26						
Participation through alternate assessment (PAAP)			0	0	178	1			0	0	179	1			0	0	175	1						
Identified disability (PET/IEP)			0	0	177	99			0	0	178	99			0	0	174	99						
LEP			0	0	0	0			0	0	0	0			0	0	0	0						
504 plan			0	0	0	0			0	0	0	0			0	0	0	0						
Approved non-participation in reading – 1st year LEP			0	0	4	0																	
Approved non-participation – special consideration			0	0	14	0			0	0	14	0			0	0	14	0						
Non-participation – other			0	0	844	5			0	0	481	3			0	0	851	5						

1 Percents are the percentage of students enrolled in each participation category. **2** Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.
3 Percents are the percentage of students in each content area by mode.